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ABSTRACT

This set of lessons accompanies a series of 30-minute films for teaching about Germany. Available to educators throughout the United States upon request, the 17 films and accompanying instructional activities focus on culture, politics, economics, society, and sports and are appropriate for middle and high school students. Permission is granted to videotape the films off air and to reproduce unlimited copies of these lesson plans for classroom use. All the films and support materials are presented in English. The film title with a brief description of the content and accompanying lessons are found in the book. The film titles include: (1) A Few Good Conscientious Objectors; (2) Potsdamer Platz; (3) All for One and One for All; (4) It's All So Different: Coming Home to a Unified Germany; (5) The Katyn File: Mass Murder as a Propaganda Tool; (6) Testimony in Stone; (7) Always an Element of Fear: Jews in Germany Today; (8) The Reichstag: Notes on a Hallowed Hall; (9) CARE: Packages for Berlin; (10) Stone and Glass: Cologne Cathedral Works; (11) The Lausitz Legacy; (12) Caged: The Evolution of the Inner German Border Fence; (13) Making the New Out of the Old: Recycling is the Word; (14) From Sea to Painted Sea: The German Expressionist Emil Nolde; (15) White Gold: Porcelain from Meissen; (16) Carl Faberge: The Man with the Golden Hands; and (17) Memories of Kathe Kollwitz. (EH)

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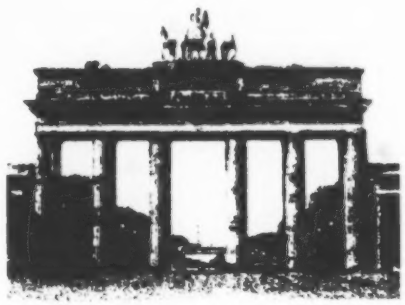
ED 381 476

# IMAGES OF GERMANY
## PAST AND PRESENT

### *A Film Collection*
**SERIES I**
**INSTRUCTIONAL ACTIVITIES**



**A COLLABORATIVE PROJECT**
**OF**

**DEUTSCHE WELLE TELEVISION**
**GOETHE HOUSE NEW YORK**

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# The Federal Republic of Germany

## FOREWORD

Deutsche Welle Television launched a Satellite Television Service for the American continents in November 1992. Fourteen hours of programming on such diverse topics as culture, politics, economics, society and sports are broadcast daily. In order to focus the Deutsche Welle resources for teachers, a group of Georgia educators selected 17 films that have specific implications for the social studies classroom. A set of lessons, "Images of Germany, Past and Present: A Film Collection," has been written by the Georgia group to support these films.

Deutsche Welle Television and Goethe House New York are offering educators throughout the United States this series of 30-minute films with accompanying instructional activities for teaching about Germany. Each film was screened, critiqued, and carefully selected by a group of teachers and curriculum specialists identified by the Georgia Department of Education. The committee selected the films based on their appropriateness for middle and high school students and their relationship to the general U.S. social studies curriculum pattern. Permission is granted to videotape the films off air and to reproduce unlimited copies of these lesson plans for classroom use. All the films and support materials are presented in English.

***FOR THE COMPLETE SERIES ON VIDEO AT COST PRICE CONTACT...***

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# IMAGES OF GERMANY, PAST AND PRESENT

***A Film Collection***

**FILM TITLE** **A FEW GOOD CONSCIENTIOUS OBJECTORS**

**LENGTH** 25 minutes

**GRADE LEVELS** 9-12

**AREAS OF STUDY** Current Issues, Government, Sociology, Psychology

**PROGRAM SUMMARY** Germany is the first, and so far the only, country where conscientious objection to military service is a constitutional right. Objectors must perform 15 months of community service as an alternative to 12 months in the armed forces. Those who chose this path were stigmatized in the 1960s but today are recognized as being vitally important for social programs such as health care and meeting the needs of special populations within German society.

**STUDENT OBJECTIVES** Students will

- ❑ describe the Alternative National Service program of Germany.
- ❑ explain the importance of the Alternative National Service program to social services in Germany.

**VOCABULARY**

- conscientious objector
- community service
- special education
- Bundeswehr *[armed forces]*

**BEFORE VIEWING THE PROGRAM**

Explain to students that Germany is the only country in the world that expressly permits in its federal constitution the right of young men to object to compulsory military service as conscientious objectors. This objection must be based on ethical or religious reasons. Germany has compulsory military service, unlike the United States, which has a volunteer military force. Conscientious objectors are not excused from service to their nation; they must serve in the Alternative National Service program.

Before showing the film, lead a brainstorming session during which students create a list of services which conscientious objectors might provide their country. This list should be recorded on the chalkboard. As students view the film, have them compare their responses with actual situations identified in the film.

**AFTER VIEWING THE PROGRAM**

1. Suggested questions for discussion.
   a. How does the status of the conscientious objector compare with one who serves in the military (e.g. length of service, salary, job assignment)?
   b. What are the kinds of services rendered by conscientious objectors?
   c. What is the importance of the work done by conscientious objectors in Germany in the area of social services (both social and economic)?
   d. What criticisms have been leveled at this program?

2. A national service program has been advocated by United States Senator Sam Nunn of Georgia, Chairman of the Senate Armed Services Committee, and others. Have one group of students contact Senator Nunn's office to obtain a copy of his proposal. Have a second group of students contact President Clinton regarding his views on the issue. A third group of students should conduct research using current periodicals. How do various U.S. proposals program compare and contrast with the German National Alternative Service program?

## IMAGES OF GERMANY, PAST AND PRESENT

***A Film Collection***

**FILM TITLE** **POTSDAMER PLATZ**
***A Document of a Historical Place***

**LENGTH** 26 minutes

**GRADE LEVELS** 9-12

**AREAS OF STUDY** World History, Comparative Politics, Current Issues

**PROGRAM SUMMARY** Potsdamer Platz presents a view of a place near the current center of Berlin - a place without a present, but with a rich past and a hopeful future. The program presents footage from the turn of the century when the plaza was the busiest intersection in Europe and the center of the city of Berlin. It contrasts these scenes of wealth and prosperity with the destruction of Potsdamer Platz during World War II. The plaza became the symbol of a divided Berlin. Discussions of the plans for the future of the site, now that the Berlin Wall has been removed and the physical reunification of the city is complete, are included.

**STUDENT OBJECTIVES** Students will

- ❑ explain how Potsdamer Platz has characterized Berlin as a cosmopolitan center, divided city, and city poised for the future.
- ❑ compare and contrast Potsdamer Platz before and after World War II.
- ❑ identify and discuss ways change occurs.

**VOCABULARY**

- Platz *[German word for plaza]*
- fascist
- Strasse *[German word for street]*
- cosmopolitan
- Deutsche Mark *[unit of German currency, generally referred to as the Mark]*
- urban renewal

**BEFORE VIEWING THE PROGRAM**

Explain to students that from the beginning of the 20th century until World War II, Berlin was a city which attracted people from all parts of the world. As the capital of Germany, Berlin was not only a political center, but a financial and cultural center as well. It attracted artists, writers, and film makers during the early years of the motion picture industry. Potsdamer Platz was the center of this cosmopolitan city.

As students view the film, have them note the significance of the following dates.

- 1882 • 1910 • 1913 • 1916 • 1936 • 1938
- 1939 • 1945 • 1950 • 1953 • 1961 • 1989

**AFTER VIEWING THE PROGRAM**

1. Suggested questions for discussion.
   a. How did the activities centered around Potsdamer Platz characterize Berlin as a cosmopolitan city prior to World War II?
   b. After World War II, how did Potsdamer Platz characterize a divided Berlin?
   c. How do the proposed changes in the character of Postdamer Platz in the 1990s characterize a united Berlin preparing for the 21st century?

2. Using the information obtained while viewing the film, have students construct a timeline of significant 20th century events related to Potsdamer Platz and Berlin. Ask students to explain how change occurs over time by asking such questions as: "What events brought about change in Berlin? Which changes were brought about in a positive way? in a negative way?" Some change occurs gradually, some is dramatic and quick. Ask "How did/will change occur at Potsdamer Platz? Think about a place in a local community. How has this place changed since the beginning of the 20th century? Was the change gradual or quick? Was the change planned or did it occur because of a natural disaster?"

3. Berlin and Potsdamer Platz, a political, economic and cultural center of Europe, was completely destroyed as a result of the conflict during World War II. As pointed out in the film, in 1940 no Berliner "would have thought that five years later there would be fighting on and around Potsdamer Platz...and Berlin reduced to rubble." Have students identify similar historic and contemporary situations (e.g. Atlanta during the Civil War; Sarajevo; Bosnia today).

**FILM TITLE** **ALL FOR ONE AND ONE FOR ALL**
***The German Welfare State***

**LENGTH** 27 minutes

**GRADE LEVELS** 9-12

**AREAS OF STUDY** Economics, Current Issues, Sociology

**PROGRAM SUMMARY** The German system of social welfare is a model for other nations. Health care, retirement insurance, unemployment benefits, and social welfare are provided by the government for the people. With costs soaring, how secure is the system? This film deals with proposed and current reforms being considered to sustain and to improve social security in Germany.

**STUDENT OBJECTIVES** Students will

- ❑ identify the four areas of the social insurance program in effect in the Federal German Republic.
- ❑ list the different economic and demographic causes for the problems presently confronting Germany's social insurance system.
- ❑ summarize the various reform proposals for dealing with the increasing costs of health care and other components of the social insurance program.
- ❑ compare and contrast Germany's social insurance program with similar programs in the United States.

**VOCABULARY**

- welfare state
- pension
- unemployment insurance
- inflation
- non-wage labor costs

**BEFORE VIEWING THE PROGRAM**

Have students discuss the broad concept of insurance as a means by which persons try to achieve economic security and protect themselves against financial loss. Ask students to consider the appropriate role of the state in achieving the goals of economic security and economic fairness. Provide students with a brief historical perspective of Germany's social insurance system by explaining that Germany's comprehensive system originated in the late 19th century with the rapid industrialization in the newly created German nation. Note that Germany's system has served as a model at times during the 20th century for other industrialized country's efforts to address the needs of the citizens.

**AFTER VIEWING THE PROGRAM**

1. Suggested questions for discussion.
   a. What are the four components of the German social insurance program reported in the film?
   b. What factors were cited as reasons for rising health care costs? What are the similarities to health care in the United States?
   c. How has the recent unification of Germany affected the German social insurance program?

2. Have students research similar welfare programs in the United States and compare to the German program.
   a. Health care
   b. Pension
   c. Old-age nursing care
   d. Unemployment

3. Have groups of students research and evaluate proposed reforms in the social insurance/welfare system in the United States (e.g., "workfare," delaying cost of living, increases for Social Security beneficiaries, national health care, and managed competition health care).

4. Have students find and discuss passages from the *Basic Law* of the Federal Republic of Germany which addresses the principle of social welfare. Ask students to find and discuss similar passages from the United States *Constitution*.

## IMAGES OF GERMANY, PAST AND PRESENT

***A Film Collection***

**FILM TITLE**

# IT'S ALL SO DIFFERENT
## *Coming Home to a Unified Germany*

**LENGTH** 28 minutes

**GRADE LEVELS** 6-12

**AREAS OF STUDY** Economics, Government, Sociology, International Studies

**PROGRAM SUMMARY**

The people of the German Democratic Republic (GDR, the former East Germany) have to accept the realization that the communist system which had lasted for 45 years has ended. Their lives have changed in many ways. This film chronicles a journalist following a prisoner released after four years; a retired couple that can't leave their apartment unassisted; and a volunteer worker who spent the last seven years in Angola training vocational education teachers. Through the experiences of these people, the vast changes and how they affect the people in the former East Germany are examined.

**STUDENT OBJECTIVES**

Students will

- ❑ identify some of the changes which have occurred in the former GDR since unification.
- ❑ describe ways citizens of the former GDR are adapting to changes in a unified Germany.
- ❑ compare and contrast ways in which social services are available to released prisoners and the elderly in Germany and the United States.

**VOCABULARY**

- GDR *[German Democratic Republic-former East Germany]*
- meter
- Treuhand *[government agency which is responsible for privatizing government-owned businesses]*
- Deutsche Mark *[units of Germany currency, generally referred to as the Mark]*

**BEFORE VIEWING THE PROGRAM**

Explain to students that for 45 years prior to unification, the citizens of East Germany [GDR], lived under communist rule. Their lives were largely controlled by the government under a planned economic system and restrictive political system. With unification of the two Germanys, the citizens of the former GDR had to adapt to tremendous changes. This film illustrates many of these changes and how they affect peoples lives on a daily basis.

To experience this situation in reverse, have students imagine that the United States were suddenly controlled by a totalitarian government. Have students describe how they would feel if they were told that their political, economic, and educational systems were wrong and would have to change.

**AFTER VIEWING THE PROGRAM**

1. Suggested questions for discussion.
   a. What types of changes occurred since unification which affected the daily lives of citizens of the former GDR?
   b. What services are available to persons released from prison in Germany compared to those in the United States?
   c. What services are available to retired persons in the Federal Republic of Germany?
   d. Change is always difficult. The people in these three case studies had mixed feelings about their new lives as citizens of the Federal Republic of Germany. In the long-term, however, what impact will these changes have on the quality of life in the former GDR?

2. Divide the class into three groups of students. Assign each group one of the three case studies --released prisoner, elderly couple, volunteer worker. For each case study, students should complete a two-column chart. In the left column, students should describe situations as they existed in the GDR, and in the right column identify and list how these situations have changed as a result of unification.

3. Dramatic and systemic change continues in Germany today. Have students conduct research on the Treuhand, health care, social services, environmental concerns, rebuilding the infrastructure in eastern Germany, or other reforms. The presentations should include a comparative United States/Germany treatment of these issues.

**FILM TITLE** **THE KATYN FILE**
***Mass Murder as a Propaganda Tool***

**LENGTH** 30 Minutes

**GRADE LEVELS** 10-12

**AREAS OF STUDY** World History, International Relations, World Affairs

**PROGRAM SUMMARY** The Katyn File gives an account and the cover up of the mass murder of Polish military leaders that occurred in the Katyn Forest. Fifty years after the crime, evidence still indicates that the Soviet Socialist Republic committed the war atrocities. Since the incident happened during the earliest years of the German invasion in Europe, the question remains "Were the Soviets responsible for the terrible crime or was this incident a propaganda strategy skillfully mastermind by the German forces?"

**STUDENT OBJECTIVES** Students will

- ❑ discuss the validity of the accounts contained in the Katyn File.
- ❑ analyze the rationale for the extermination of the Polish Intelligentsia.
- ❑ describe how the Katyn incident threatened to weaken the Allied forces during World War II.
- ❑ compare and contrast how the use of propaganda strategies affect international relations.

**VOCABULARY**

- atrocities
- Allied Forces
- intelligentsia
- diplomatic relations
- International Courts
- NKBD

**BEFORE VIEWING THE PROGRAM**

Provide a brief description of conditions in Europe after World War I. The rise of Communism, religious persecution and the propaganda machine in Russia, the forming of the Fascist government in Italy, and the fall of democracies in Eastern Europe are topics that should be summarized as background information.

Have students read excerpts from one of Franz Kafka letters that discusses the disaster and grief of people after World War I. He characterized it as "a disaster that grieves us deeply, like being banished into a forest far from everyone." Using a map which shows the countries of Eastern Europe in 1939, have students locate the Katyn Forest on the map.

**AFTER VIEWING THE PROGRAM**

1. Suggested questions for discussion.
   a. How did the leaders of Russia use propaganda as a tool after World War I?
   b. Why were the Polish Intelligentsia targeted for extermination?
   c. What type of sources were used to document evidence found in the Katyn File?
   d. Who were the leaders of the Allied Forces? Why was it expedient for the leaders to ignore information pertaining to the mass murder of the elite of the Polish Military?
   e. What affect did the rise of the "Third Reich" have on the mass murder at Katyn?
   f. In what way has Boris Yeltsin recently used the incident to strengthen his rise to power?

2. Have students prepare a chronology tracing the dates giving pertinent data about the evidence collected in the Katyn File.

3. Divide the class into groups. Assign each group another war (i.e., Civil War, Vietnam War, Korean War, Persian Gulf War) to determine if war crimes were committed during these conflicts. Ask students such questions as "Were atrocities committed? What evidence was used to determine who and why they were committed?" Have students review the Geneva convention on treatment of prisoners of war and the Universal Declaration of Human Rights to determine if guide lines are adequate for dealing with this situation.

## IMAGES OF GERMANY, PAST AND PRESENT

***A Film Collection***

**FILM TITLE**

# TESTIMONY IN STONE
## *The Site of the Nuremberg Rallies*

**LENGTH** 26 minutes

**GRADE LEVELS** 6-12

**AREAS OF STUDY** World History, Sociology, Current Issues, International Studies

**PROGRAM SUMMARY** The dark past still casts its shadow over the city of Nuremberg. The Nazis had a special fate in mind for the city that initially had refused to march along; they made it the official site of the annual party rallies. The Reich parade ground at the edge of town was built in honor of the Führer and stands today as a symbol for the fall of the "thousand-year Reich." But city officials are not quite sure how to deal with these structures that have given the city its infamous reputation. Interviews with local citizens allow the viewer to share the reflections of individuals who were teenagers and young adults at the time of the mass rallies.

**STUDENT OBJECTIVES** Students will

- ❑ explain the significance of the city of Nuremberg in the history of the Third Reich.
- ❑ list various structures planned by the National Socialists and describe the functions of such structures.
- ❑ evaluate and discuss the opposing points of view regarding Nuremberg's dilemma.

**VOCABULARY**

- Third Reich
- propaganda
- SS *[Schutzstaffel - special forces]*
- SA *[Sturmabteilung - storm troopers]*
- Nuremberg Laws 1935

**BEFORE VIEWING THE PROGRAM**

Have students locate Nuremberg on a map of Germany. Give students a brief background of the city's importance as a medieval trading center founded in the eleventh century. Later, in the 16th century, the citizens of Nurembeberg were among the first to accept the Protestant Reformation movement.

**AFTER VIEWING THE PROGRAM**

1. Suggested questions for discussion.
   a. What was the purpose of the rallies held by the Nazis in Nuremberg every September?
   b. What were the Nuremberg Laws? What were their significance?
   c. What goals did the Nazis seek to accomplish in undertaking the large construction project documented in the program? Considering the comments of the citizens interviewed, how successful were the Nazis in achieving these goals?

2. Divide students into two groups. Have one group advance an argument in favor of the destruction of the remains of the Third Reich's structures. Have the other group argue against the destruction.

3. Have students consider the question of whether or not Americans have symbols and reminders of a "dark past." Identify these symbols and the groups that might find them offensive.

4. Assign research on the Nuremberg trials. What standards were established as a result of the trials? Does the legacy of the Nuremberg trials override the legacy of the Nazi Party rallies held in the city a decade earlier?

**FILM TITLE** **ALWAYS AN ELEMENT OF FEAR**
***Jews In Germany Today***

**LENGTH** 26 Minutes

**GRADE LEVELS** 6-12

**AREAS OF STUDY** World History/World Cultures, U.S. History, International Studies, Current Issues, World Religions

**PROGRAM SUMMARY** In the aftermath of the Holocaust, the German Rabbi Leo Beck said, "Jewish life in Germany has once and for all come to an end". But today, 35,000 Jews live in Germany as registered members of 60 Jewish communities with an estimated 35,000 more Jews that are not registered. What is life like for these Jews? How do they perceive their identity in Germany and what are their major concerns about the present and future of their society?

**STUDENT OBJECTIVES** Students will

- ❑ provide a brief overview of the history of the Jewish minorities in Germany.
- ❑ recognize examples of discrimination and persecution that German Jews experienced.
- ❑ identify major concerns expressed by German Jews about living in modern Germany.

**VOCABULARY**

- Torah
- Talmud
- Yiddish
- anti-Semitism
- scapegoat

**BEFORE VIEWING THE PROGRAM**

Explain to the students that Jewish minority communities have historically been a popular target for repression and scapegoating not only in Germany, but throughout the European continent. The rise of the Nazi Party in Germany brought the repression of Jews to a horrible crescendo ultimately causing the extermination of 6 million throughout Europe. Germany's Jewish population was virtually wiped out and, with the end of the war, most survivors moved elsewhere. Only a very small minority chose to stay in their homeland. With the division of Germany at the end of the war, West Germany did little to encourage Jewish refugees to return but provided major financial aid to the new Jewish state of Israel. It took a 1980s American television mini-series, "Holocaust", to awaken the general public of West Germany to the true impact of the Nazi years on the Jewish populations of Europe and to arouse a spirit of empathy and responsibility for the survivors. East Germany's government never recognized any complicity with the Nazi answer to the Jewish 'question,' yet by the late 1980's, East German officials actively encouraged Soviet Jews to relocate in their country to help slow the hemorrhaging

effect on East German industry caused by the flow of skilled workers moving to the West. With the unification of the two Germanys, conditions for its German Jewish minorities have worsened somewhat as the nation faces the uncertainties associated with the changing face of economic, political, and social conditions currently present throughout Germany.

**AFTER VIEWING THE PROGRAM**

1. Suggested questions for discussion.
   a. Why have German Jews undergone discrimination?
   b. What happened to most of Germany's surviving Jewish population immediately upon 'liberation' from concentration camps at the end of World War II? To which two countries did most of these people immigrate?
   c. Why have Jews from the ex-USSR immigrated to Germany?
   d. How did the American television mini-series "The Holocaust" bring about changes in Germany for it's Jewish minority?
   e. What are some of the differences between Jewish schools in Germany and typical public schools in the United States?
   f. Where is the largest concentration of Jews in Germany today?
   g. Why do German Jews still feel threatened?

2. Divide the class into research groups. Assign each group to collect information on one of the following ethnic minorities that are undergoing difficulties with the majority culture/government because of political/religious/social differences.

   - ❑ Sikhs - India
   - ❑ Palestinians - Israel
   - ❑ Quebec French Canadians - Canada
   - ❑ Kurds - Iraq
   - ❑ Irish Republican Army - United Kingdom
   - ❑ Native Americans - United States

   The research group will divide into two teams that will each represent the minority and majority culture/government. These two teams will debate each other using the information they have collected to provide a data base for their arguments.

3. Many German Jews immigrated to the United States after World War II and joined a long list of immigrants that have been assimilated into our culture. Have students do research reports on minority groups that have played a role in U.S. History after immigrating to this country. The reports should identify reasons for the immigration. Identify any students that can use personal family background as an example to add interest to the project.

## IMAGES OF GERMANY, PAST AND PRESENT

***A Film Collection***

**FILM TITLE** **THE REICHSTAG**
***Notes On A Hallowed Hall***

**LENGTH** 26 Minutes

**GRADE LEVELS** 6-12

**AREAS OF STUDY** World History/World Cultures, U.S. History, International Studies, Current Issues

**PROGRAM SUMMARY** For more than 100 years the Reichstag building in Berlin has been a symbol of the power and weakness of democratic forces in Germany. In 1918, after the collapse of the monarchy, Scheidermann proclaimed the beginning of the Weimar Republic. Fifteen years later, after the National Socialists brought the Weimar Republic to an end, the Reichstag was in flames. Today, after the reunification of the two German states, the Reichstag is expected to be the seat of the German Parliament. The film recounts the history of this highly symbolic building that was shown in pictures around the world on October 3, 1990.

**STUDENT OBJECTIVES** Students will

- ❑ identify dates and events associated with the history of the Reichstag.
- ❑ recognize examples and components of some of the different governmental systems that have been a part of the Reichstag's history.
- ❑ recognize the importance of the Reichstag in a new, unified Germany.

**VOCABULARY**

- parliament
- kaiser *[emperor]*
- Social Democrats
- Weimar Republic
- National Socialist Party *[Nazis]*

**BEFORE VIEWING THE PROGRAM**

Explain to the students that the nation of Germany is a relatively young country, (established in 1871), that has survived a rapid progression of governmental systems that run the gamut from dictatorships to democracies. The film will review the role played by the Reichstag building in Germany's history and it's future in a newly unified Germany.

**AFTER VIEWING THE PROGRAM**

1. Suggested questions for discussion
   a. Why did Wilhelm I not want the inscription "For The German People" placed over one of the entrances of the Reichstag? What symbol did he want as a replacement?
   b. Why did the Nazis burn the Reichstag?
   c. Why did Hitler and the Nazis want to build a "Great Hall of the People" so that it would dwarf the Reichstag in terms of physical size?
   d. Why did invading Soviet armies make it a point to plant a Soviet flag over the Reichstag almost immediately after entering the city in 1945?
   e. Why was the legislative chamber in the Reichstag not used from 1971 until 1990, even though it and the entire building had been refurbished?
   f. What "international border" once stretched along the grounds of the Reichstag?

2. Have students make a timeline using the following dates associated with the history of the Reichstag.

   - ❑ 1884
   - ❑ December 5, 1894
   - ❑ August 4, 1914
   - ❑ November 9, 1918
   - ❑ February 27, 1933
   - ❑ Spring 1945
   - ❑ October 3, 1990
   - ❑ June 20, 1991

3. The 3rd of October is well on it's way to becoming the most important political holiday in the nation of Germany. Have students explain the reason for this. Most nations of the world have determined one day as their national "birthday". Have students choose a country and research the date of it's "birthday" and the reasons for that particular date. The research is to be presented to the class and used to develop a calendar of national birthdays.

4. Many governments strive to construct public edifaces that will serve as a physical representation of the power and prestige of that government. (The film briefly touches on Hitler's architectural plans as an important part of his "1000 Year Reich".) Have students research major public buildings/complexes that would be comparable to the Reichstag of other national governments. The following are examples.

   - ❑ The Kremlin (Russia)
   - ❑ The Capitol Building (United States)
   - ❑ The Houses of Parliament (United Kingdom)
   - ❑ Tienanmen Square (People's Republic of China)

# IMAGES OF GERMANY, PAST AND PRESENT

***A Film Collection***

**FILM TITLE** **CARE:**
***Packages for Berlin***

**LENGTH** 25 Minutes

**GRADE LEVELS** 6-12

**AREAS OF STUDY** World History, United States History

**PROGRAM SUMMARY** Berlin 1945. Millions of refugees, homeless and stateless people attempt to survive amidst the rubble. Hunger is part and parcel of everyday post-war life. Many are undernourished. People need help. This help came in the form of food packages distributed by charities and churches in the U.S.A. In 1946, the Organization "Cooperative for American Remittances to Europe"--better known under the acronym "CARE"--was founded. This video uses excerpts from weekly news round-ups and reports from people who lived through this period to give an impression of the events and the profound help that "CARE" brought to the residents of Berlin.

**STUDENT OBJECTIVES** Students will

- ❑ describe the social, political and economic aftereffects of modern warfare in a defeated country.
- ❑ identify ways in which private citizens and organizations can exert a positive effect in other parts of the world.

**VOCABULARY**

- Cold War
- Berlin Blockade
- Black Market
- ration stamps
- abitur *[exam for university admission]*

**BEFORE VIEWING THE PROGRAM**

Using a map, discuss with students the Four-Power Occupation of Germany after World War II. Explain that the United States, French, and British zones became West Germany and the Soviet zone became East Germany. Point out the location of Berlin, deep within the Soviet Zone, and explain that the city was also divided into zones controlled by the four powers. The map will help explain the difficulties in getting provisions to the areas controlled by the United States, French and British in Berlin.

Point out to students that many CARE packages had the names of individuals or charitable organizations which had provided the packages.

**AFTER VIEWING THE PROGRAM**

1. Suggested questions for discussion.
   a. Why did the people of the United States send CARE packages to the people of Germany--a nation with which we had recently defeated in World War II?
   b. What were some of the goods found in the CARE packages? Why were these specific items included?
   c. Why did the Soviets cut off rail and water access to Berlin in 1949? What means of transportation could not be cut off?
   d. What kind of feelings and memories were expressed in the recent interviews by people who had received the CARE packages? Do you think feelings of good will are still present in the recipients?

2. CARE is an example of private humanitarian aid. Have students research the Marshall Plan as an example of government sponsored aid. Why would the U.S. government provide such aid? How were these two efforts similar? How were they different?

3. Since 1963, CARE has expanded its operations to many parts of the world for various catastrophies. Have students identify some of the other philanthropic works of CARE in the world today.

## IMAGES OF GERMANY, PAST AND PRESENT

***A Film Collection***

**FILM TITLE** **STONE AND GLASS**
***The Cologne Cathedral Works***

**LENGTH** 25 Minutes

**GRADE LEVELS** 6-12

**AREAS OF STUDY** World History, World Religions, and Vocational Classes

**PROGRAM SUMMARY** The Cologne Cathedral's twin spires tower above the skyline, symbols of the city on the Rhine. They attract millions of tourists every year. Like most of Germany's medieval cathedrals, it is an on-going construction site. Skilled craftsmen labor throughout the year repairing the damage wrought by weather, pollution, and war. This video shows how ancient crafts as well as the latest technology are being used to restore the Cathedral.

**STUDENT OBJECTIVES** Students will

- ❑ discuss conditions that caused the Cathedral to deteriorate and explain the various methods employed to restore the building.
- ❑ describe the skills necessary before one can become a craftsman with the ability to work on the Cathedral.
- ❑ compare the methods used by craftsmen to restore the building today with the methods used to originally construct the building.

**VOCABULARY**

- cathedral
- restoration
- stonemason

**BEFORE VIEWING THE PROGRAM**

Explain that the Cathedral has been under constuction and renovation since the Middle Ages. Weather, air pollution, and war have been the enemies of the building. The restoration that is taking place today is carefully planned to take full advantage of the ancient skills of the craftsmen as well as modern technology and machines. Even with technology, the work is slow because so much restoration is necessary. Point out to students that the work is expensive but funds from the church, the government, and private donations are used for renovations.

**AFTER VIEWING THE PROGRAM**

1. Suggested questions for discussion.
   a. What was the primary purpose for building the Cologne Cathedral?
   b. Construction began on the Cathedral in the Middle Ages. Why wasn't the building completed before this century?
   c. What are the primary causes of the deterioration of the Cathedral and what steps are being taken to correct the problems?
   d. What skills are necessary to become a craftsman with the ability to work on the restoration of the Cathedral?
   e. How has technology changed the methods used for restoration?
   f. What is the meaning of the statement, "If the work on the Cathedral ever stops, the world will end"?

2. Divide the class into five group of students. Appoint one group to role play a panel of experts which will decide the fate of the restoration project of the Cathedral of Cologne. Appoint the second group of students as historians to argue before the panel for complete and faithful historical accuracy of craftmanship in each area of restoration. Appoint the third group of students as architects with technological skill who argue for quicker and cheaper methods using the latest equipment and supplies. The fourth group should role play representatives from the church and the last group should be government officials who are greatly concerned about the high cost of restoration.

3. Have students locate skilled craftsmen in the local community. Invite these artisans to the school to discuss their work including preparation, experience, skill, and compensation.

4. What other social/economic groups would indirectly be affected by the Cologne Cathedral (e.g., church officials, local businessmen)?

## IMAGES OF GERMANY, PAST AND PRESENT

***A Film Collection***

**FILM TITLE** **THE LAUSITZ LEGACY**

**LENGTH** 25 minutes

**GRADE LEVELS** 6-12

**AREAS OF STUDY** Economics, Environmental Studies, Geography, World History, Comparative Governments, and Current Events

**PROGRAM SUMMARY** The Lausitz coalfields were the former East Germany's major sources of energy. Lignite (soft brown coal) was strip-mined here non-stop for decades. For the people living in this area, it was both a curse and a blessing. Although it provided jobs, it also displaced 20,000 people and destroyed 100 communities. The economic advantages were cruelly affected by the devastating ecological consequences. Five hundred square miles of land were left looking like a barren desert. Nearby power plants used the brown coal to produce electricity without the benefit of scrubbers or filters on the smokestacks. The video compares coal mining and restoration projects in the Rhineland area of western Germany with the severe mining operation of the Lausitz area

**STUDENT OBJECTIVES** Students will

- ❑ describe the destruction to the Lausitz area that took place during the rule of the GDR.
- ❑ explain the area's economic benefits to the former government and to the citizens.
- ❑ compare strip-mining in the east to strip-mining in the west of Germany.

**VOCABULARY**

- strip-mining
- conservation
- land reclamation
- GDR *[German Democratic Republic]*

**BEFORE VIEWING THE PROGRAM**

On a map, locate Brandenburg and the Rhineland. Explain to the students that the destruction of the ecology of the Lausitz area was due in great part to the need of the government to produce cheap energy for production of electricity and automobile fuel. Further, discuss with students the fact that the citizens of the area had no say in coal production nor in the relocation of people and villages. Even though the coal fields have been privatized, the citizens of the area are still concerned about the environomental impact of the mining operation. In addition, the production of energy from this coal does not have to comply with the same environmental laws as other energy producers in Germany.

**AFTER VIEWING THE PROGRAM**

1. Suggested questions for discussion.
   a. What was the significance of the Lausitz area to the former GDR?
   b. What is the greatest disadvantage in using the conveyor in strip-mining? How could this problem be solved?
   c. What were the feelings of the residents in the area of Lausitz? Why did they feel this way? Why didn't they initiate change?
   d. Why was there no attempt to restore the ravaged landscape?
   e. How will land reclamation take place and who will pay the cost?

2. Divide the class into three groups: citizens of the Lausitz area, owners of the mining company, and government officials. Have each group develop a statement of the problem and a solution statement using its own point of view. Compare and contrast each problem and possible solution by using a chart to show the differences and similarities. Lead the class to suggest a solution that will be fair to as many people as possible.

3. Ask students to research the problems in the area of Copperhill, Tennessee, during this century. What have been the effects of copper production to the area, environmentally and economically? Compare the Lausitz area in Germany to the Copperhill, Tennessee, area in the United States.

## IMAGES OF GERMANY, PAST AND PRESENT

***A Film Collection***

**FILM TITLE**

# CAGED
## *The Evolution of the Inner German Border Fence*

**LENGTH** 25 Minutes

**GRADE LEVELS** 6-12

**AREAS OF STUDY** World History, Economics, Government

**PROGRAM SUMMARY** For 40 years a border separated Germans from Germans. When both German republics were founded in 1949, just a single barbed wire fence stood between the two countries. But as dissolution of the East German people with their government grew over the years, so did the complexity of the border installations designed to keep them inside. More than 200 people died at the inner German border and at the Berlin Wall. Rare archive footage documents the technological development of the GDR's border--the inconceivable expenditures and thoroughness with which trap after deadly trap was set. No one was to escape the unloved country--even if it cost them their lives.

**STUDENT OBJECTIVES** Students will

- ❑ describe the growth of security measures along the border between East and West Germany after World War II.
- ❑ explain why the GDR felt that the security measures were necessary.
- ❑ develop an understanding of the feelings of the people whose freedom was limited by the border fences.

**VOCABULARY**

- GDR *[German Democratic Republic]*
- demarcation line
- detonation
- Cold War

**BEFORE VIEWING THE PROGRAM**

Discuss with students the division of Germany after World War II and the differences in the political systems which controlled each sector. Ask students to observe where the walls were built as opposed to where fencing was used. Explain that over time, entire villages within 20-25 miles of the border were vacated, sometimes with only a 24 hour notice. Use a map to show students where the border between East and West Germany was located. As students watch the film, ask them to list in chronological order the specific type of barriers that constituted the border between 1949 and 1989.

**AFTER VIEWING THE PROGRAM**

1. Suggested questions for discussion.
   a. Why did the GDR feel it was necessary to build fences?
   b. Where did the GDR feel it was necessary to have solid walls built?
   c. Why did the leaders in the GDR feel a need to continually make the border defenses more complex and more deadly?
   d. How did citizens in the GDR respond to these "technological improvements?" What did the border guard mean when he said "escape is the mother of invention?"
   e. Why did Communist Party Leader Erick Honniker order the removal of all the automatic firing devices along the border in 1983?
   f. The GDR used the words democratic and republic in its name. Why would we consider the government to be neither democratic nor a republic?
   g. What impact do you think modern communications played in opening the border between the two countries? [Radio and television transmissions could not be controlled with fences and walls.]

2. Select a main thoroughfare in your city or county and tell students that a wall has been constructed along this route. They may not cross it at any point. What activities could they no longer carry on? Which family members and friends could they no longer visit? Could they continue to attend their school? Each student's list will vary, but explain that this is exactly what happened to the German people. (A map of your area, if available, will help students with the activity.)

3. Have students read the Robert Frost poem "Mending Walls." Lead a discussion of the poem in light of the interGerman border.

   Read Joshua 6:20 from the Old Testament and have students discuss its relevance to the events in Germany in 1989.

**FILM TITLE** **MAKING THE NEW OUT OF THE OLD**
***Recycling is the Word***

**LENGTH** 25 Minutes

**GRADE LEVELS** 6-12

**AREAS OF STUDY** Environmental Studies, Current Issues, Geography, and Economics

**PROGRAM SUMMARY** Just as in the United States, Germany is burdened every year with millions of tons of trash from private households. The result is a steady increase in environmental damage and sanitation costs. In an effort to counteract this development, Germany has initiated recycling programs, reusable packaging, and trash restrictions in recent years. This film surveys the potentials and the limits of modern waste disposal technologies.

**STUDENT OBJECTIVES** Students will

- ❑ describe the advantages and disadvantages of recycling.
- ❑ explain how to involve more citizens in Germany and the United States in recycling.
- ❑ discuss possible ways to make recycling economically profitable.

**VOCABULARY**

- recycle
- organic substances
- reusable packaging

**BEFORE VIEWING THE PROGRAM**

Explain that waste disposal is not only a problem in Germany but all over the world, including the United States. Discuss the fact that the German government is promoting recycling because of the lack of landfill space. Also mention that certain aspects of recycling are profitable, while other areas actually cost the citizens and the government. Ask students to note the technologies employed in recycling.

**AFTER VIEWING THE PROGRAM**

1. Suggested questions for discussion.
   a. What types of items are recycled in Germany? What products are the recycled materials used to create?
   b. Why do few people recycle today? What can be done to encourage more people to recycle?
   c. What is the economic impact of recycling used parts of cars and appliances?

2. Construct a chart identifying recycling methods for each of the following: organic waste, paper, glass, aluminum, and plastic. What are the benefits of each method for the environment?

3. Compare recycling programs in Germany with the recycling program in your community.

4. Divide the class into groups of four or five students. Have each group design a recycling program for their community that is both efficient and cost effective. Have each group of students present its plan to the county commission (another group of students). Have the students write letters to the county commission, planning commission, or city council to explain their proposal.

**FILM TITLE**

## FROM SEA TO PAINTED SEA
## *The German Expressionist Emil Nolde*

**LENGTH** 30 minutes

**GRADE LEVELS** 9-12

**AREAS OF STUDY** Geography, Visual Arts Comprehensive I, Art History and Criticism, Painting

**PROGRAM SUMMARY** *From Sea to Painted Sea* presents major influences on events in the life of German Expressionist painter, Emil Nolde. Born in 1867, Nolde was apprenticed to a woodcarver who expected his students to become accomplished draftsmen in reproducing traditional furniture carving. Feeling stifled by this environment, Nolde settled in Berlin documenting the night life of caberet audiences. Gradually his paintings evidenced an expression of inner feelings characterized by a lack of detail - a stylistic aspect of German Expressionism. The program presents the Nolde Museum where the artist resided in the latter years of his life removed from the Nazi regime and its censorship.

**STUDENT OBJECTIVES** Students will

- ❑ discuss the term *German Expressionism* and its relationship to Nolde's painting.
- ❑ identify and discuss influences on Nolde's development as an artist.
- ❑ describe the subjects and themes of Nolde's paintings.

**VOCABULARY**

- artistic freedom
- German Expressionism
- stylistic characteristics

**BEFORE VIEWING THE PROGRAM**

Discuss with the students the term *artistic freedom* and its importance to the artist's creativity and productivity. Explain to students that Nolde was attracted to Berlin, a city known as a cultural center that attracted artists, writers and film makers from the beginning of the 20th century until World War II. In Berlin, he was able to express his own ideas in a very personal style of art.

Introduce the term *German Expressionism* as an artistic style used to express inner feelings characterized by a lack of detail, a provocative use of the human figure, and in Berlin, to express a state of suffering and alienation brought on by the urban experience - the first real urban art. Using slides and/or art reproductions, show examples of artists whose artwork represent the stylistic characteristics of expressionism (Ernst Ludwig Kirchner, Ludwig Meidner, Max Liebermann).

**AFTER VIEWING THE PROGRAM**

1. Below are significant events happening during Nolde's lifetime. Discuss the influences of these events on Nolde's life and his artistic work.

   - 1870 - German industrial expansion
     German Renaissance style
   - 1902 - Life in Berlin
   - 1933 - 1939 - Nazi regime

2. Emil Nolde fled Berlin due to censorship of the Nazis. The Nazis wanted to underscore the significance of what they thought was great by comparing it to what they considered to be worthless and degenerate in contemporary German art. Discuss the question, "Should there be censorship of art?" Research recent censorship issues as related to the arts, such as the National Endowment for the Arts and its grant program, collections within school libraries, and television and music/video productions. Select a censorship issue and divide the class into two groups. One group will develop an argument in favor of censorship, while the other group develops an argument against censorship.

3. Show the video, *Memories of Käthe Kollwitz*. Lead the students to use the chart below to compare and contrast the life and artworks of Emil Nolde and Käthe Kollwitz.

| Artists | Subjects of Art | Themes of Art | Style of Art | Significant Events in Each Artist's Life |
|---|---|---|---|---|
| Emil Nolde | | | | |
| Käthe Kollwitz | | | | |

## IMAGES OF GERMANY, PAST AND PRESENT

***A Film Collection***

**FILM TITLE** **WHITE GOLD**
***Porcelain From Meissen***

**LENGTH** 30 Minutes

**GRADE LEVELS** 9-12

**AREAS OF STUDY** Economics, Visual Arts I, Ceramics I

**PROGRAM SUMMARY** During the 18th century, Augustus The Strong of Saxony held Böttger as his prisoner with the order to develop white gold. Böttger used white kaolin or clay from a kaolin pit in Meissen and developed a formula that produced a clay body equivalent to Chinese porcelain which was considered of exceptional quality. With the production of Meissen ceramics, the king's wealth was assured. Today, a Meissen piece is still identified by its 1725 registered trademark--two, diagonally-crossed blue swords--and is esteemed throughout the world for its beauty and superb craftsmanship. The production progress, management concerns, training program, and economic factors are presented pointing out the differences and similarities between the Meissen factory prior to and after Germany's unification.

**STUDENT OBJECTIVES** Students will

- ❑ discuss Meissen pottery from a historical and cultural viewpoint.
- ❑ identify and discuss the economic factors influencing the supply and demand of Meissen ceramic works.
- ❑ describe and respond to the visual qualities of Meissen ceramics and their place in the world of art.

**VOCABULARY**

- Meissen
- ceramics
- kilns
- Saxony
- Augustus the Strong

**BEFORE VIEWING THE PROGRAM**

On a map of unified Germany, identify the state of Saxony and the city of Meissen. Point out where the previous borders existed between East and West Germany. Explain to students that the state of Georgia is a leading United States exporter of kaolin. Identify the geographical area in Georgia in which the kaolin pits are located. Have the students name several uses of kaolin.

Have the students view selected examples of ceramic works created by artists/artisans in the United States. Have the students bring in examples of ceramic pottery used in their homes.

## AFTER VIEWING THE PROGRAM

1. As a group, have students design a flow chart illustrating the processes for creating and producing Meissen ceramics.

2. Divide the class into two groups of students. Ask group one to identify how the Meissen factory was founded and operated prior to the unification of Germany. Ask group two to identify how the Meissen factory operates today after the unification of Germany. Have a student spokesperson from each group present the information for comparison and discussion.

3. The Meissen ceramic works are collected throughout the world for their aesthetic merit as well as for investment purposes. Give several reasons for their excellent value.

4. Have the students view examples (slides, actual objects, reproductions in books and magazines) of ceramic artworks from other past and contemporary cultures. Discuss how each work reflects specific concerns and purpose of the artist(s) and the culture in which it was created. As a group, have the students develop a list of criteria for judging ceramic works as important and valuable, such as quality craftsmanship, rarity, beauty, sacred objects, and historical significance. Using the criteria, have the students evaluate several ceramic examples.

# IMAGES OF GERMANY, PAST AND PRESENT

***A Film Collection***

**FILM TITLE**

## CARL FABERGE
## *The Man with the Gold Hands*

**LENGTH** 30 Minutes

**GRADE LEVELS** 9-12

**AREAS OF STUDY** World History, Government, Arts History, Crafts

**PROGRAM SUMMARY**

During the late nineteenth century and early twentieth century, Carl Faberge was a famous goldsmith during the opulent days of Czarist Russia and its rulers, Alexander II and Nicholas II. All gifts received and given by the royal family were made by Faberge, resulting in numerous clients throughout all the world. Faberge's childhood was spent in Dresden, Germany, and later he trained as a goldsmith in Frankfurt. In 1870 Faberge returned home to St. Petersburg to take over his father's goldsmith business. By 1900 he employed 500 workers, but only Faberge created the designs. With the outbreak of the Russian Revolution, an abrupt end to his business resulted. His jewelry and other creations were considered the "play things of the rich" by the ruling socialist government. Many of Faberge's objects, especially the imperial eggs, are found today in American collections, such as the Forbes magazine collection. Today, only a company located in Provita Haus, Germany, is allowed to reproduce the Faberge decorative arts.

**STUDENT OBJECTIVES**

Students will

- ❑ compare and contrast the government of Russia before and after the Russian Revolution in 1917.
- ❑ describe the function of Faberge's decorative arts objects that were created for the royal families.
- ❑ identify and discuss Faberge's design influences.

**VOCABULARY**

- goldsmith
- decorative arts
- imperial eggs
- Czarist
- Czar and Czarina
- St. Petersburg

**BEFORE VIEWING THE PROGRAM**

Explain to students that decorative arts objects have been created by artists throughout the world to serve different functions, such as objects of beauty, utilitarian purposes, religious icons, and status symbols. Talk about the opulence of Czarist Russia and the royal families' lifestyle in St. Petersburg - its festivities, clothing, architecture, interior design and its art collections. Review the events which led to the Russian Revolution. Contrast the changes in Russia after the revolution - its rule and the lifestyle of its citizens.

**AFTER VIEWING THE PROGRAM**

1. List the types of decorative arts created by Faberge. Pause the video to look more carefully at each artwork. Have students conduct research on similar examples of decorative arts objects made in the United States from Colonial times until the present. Extend this research to discover similar decorative arts objects that have been created for rulers and heads of state of past and contemporary societies in other world cultures.

2. Select several examples of Faberge's decorative arts objects presented in the film. From the list below, select and discuss the function(s) or specific purposes for which the artworks were created. Have the students name examples of decorative arts objects created for the Office of President of the United States that a) communicate social position, (b) are personal adornments and 3) serve as symbols of political institutions, beliefs or affiliation.

**Starter List of Function in Art**

- Symbols of belief
- Symbols of affiliation
- Communication of social position
  - Symbols of office or profession
  - Symbols of status
  - Symbols of power
  - Symbols of rank
- Personal function
  - Adornment
  - Mourning
  - Celebration
  - Emotional expression
  - Utensils
  - Habitation
- Maintenance of political institutions
  - Symbols of nationhood (flags, emblems)
  - Symbols of power
  - Symbols of political parties or doctrine
  - Symbols of labor unions
  - Symbols of heroism
- Social movements and social criticism
  - Symbols of social movements, for example, ecology and peace
  - Political cartoons

## IMAGES OF GERMANY, PAST AND PRESENT

***A Film Collection***

**FILM TITLE** **MEMORIES OF KÄTHE KOLLWITZ**

**LENGTH** 30 Minutes

**GRADE LEVELS** 9-12

**AREAS OF STUDY** World History, Art History and Criticism, Drawing I, Graphics I

**PROGRAM SUMMARY** With narration by her granddaughter, the life of Käthe Kollwitz is revealed highlighting her major accomplishments in drawing, graphics and sculpture during the twentieth century. Characterized as a German Expressionist, her heartfelt desire was to help people through her artwork by illustrating people as victims of social misery, injustice and death. In 1914, Kollwitz was the only woman ever nominated to the Prussian Cabinet of Arts and was a member of the Berlin Successionists movement. During 1933-35 the rise of Nazism, edicts from the Reichstag led to her resignation as a professor at the state arts academy and to the removal of her artwork from a national exhibition. In 1943 she left Berlin settling near Dresden, Germany, until her death in 1945 at 77 years of age.

**STUDENT OBJECTIVES** Students will

- ❑ identify and discuss how Käthe Kollwitz's artworks reflect the social and political issues affecting German citizens during the first 40 years of the twentieth century.
- ❑ describe the major characteristics of Käthe Kollwitz's art style and those of the Berlin Successionists.

**VOCABULARY**

- German Expressionism
- Berlin Succession
- graphic arts
- lithography
- Reichstag
- Nazism

**BEFORE VIEWING THE PROGRAM**

Briefly describe to the students the social and political climate of Germany during the first forty years of the twentieth century. The following developments should be highlighted - continuation of industrial and economic development, housing shortages, emergence of abstraction and dadism in art, World War I, The Third Reich, World War II and a divided Germany.

Explain to the students that during the latter part of the nineteenth century, Berlin's unparallelled growth attracted intellectuals from other parts of the world who took an active part in the cultural happenings of the city. A major influence was the Norwegian painter, Edvard Munch, who had been invited to exhibit his work by a local arts association. The association had not expected Munch's

work to be so challenging to their artistic standards or so offensive to the public. The art association voted to close the Munch exhibition. The incident was covered extensively by the press. Those opposed to the exhibition closing formed a new association which became the Berlin Secession a few years later. Käthe Kollwitz was a member of this group.

**AFTER VIEWING THE PROGRAM**

1. Have the students discuss Kollwitz's artworks. Pause the video on one work and lead the students through discussion of the work's subjects and themes. Explain to the students that Kollwitz was a German Expressionist artist because she used human figures to express their state of suffering, despair and inner feelings. Talk about photo journalists, especially war correspondents. Have the students collect examples of the works of photojournalists--photographs in magazines, newspapers, and books--that may be catagorized as expressionistic. Ask each student to write a descriptive paragraph of the picture including the emotional feelings it evokes in a viewer. Have the students share their photograph and writing with the class.

2. Artistic freedom was denied many German artists during the Third Reich. Their works could not be publicly displayed because most well-known German artists did not and would not produce art that served as propaganda for the state. List other freedoms that were restricted or denied the German citizens during the Nazi regime.

3. Display an art reproduction of Dorothea Lange's photograph, *Migrant Mother*, a portrait of a starving mother and her children. This photograph captures the hopelessness and despair of a mother and child during the Great Depression of the 1930s in the United States. Lange was a photo essayist, who developed collections of photographs that together make a statement about the human condition. Compare this artwork with Käthe Kollwitz's artworks, especially *Death*, a portfolio of lithographs on paper (Berlinische Galerie, Berlin), and her artworks with the theme, mother and child.

# CONTEMPORARY GERMANY

## *Materials for the Social Studies Classroom*

### PUBLICATIONS LIST

***A Kid Like Me Across the Sea*** is a primary/elementary instructional package targeted at grades K-5. This series of five lessons addresses the following topics: physical and cultural geography; basic needs of food, clothing and shelter; community services and community helpers; transportation and communication; political symbols; and migration of people.

***Communities and Regions in Germany***, is an instructional package targeted at upper elementary curriculum. This instructional package, presented to students as a travelogue, stresses basic map and globe/geography skills and presents case studies of communities (cities/towns/villages) across Germany. (Publication date: Summer 1995)

***Overview of the Federal Republic of Germany*** is designed for middle school classrooms. The four lessons in the package correlate to the typical curriculum pattern in the United States (world cultures, geography and government). The materials focus on world studies and state studies from a comparative U.S./Germany perspective.

***The Geography of Germany*** is designed for high school classrooms. The five lessons in this instructional package relate to the "Five Themes of Geography" (Location, Place, Human-Environment Interaction, Movement, and Region) as promoted by the National Geographic Society. The lessons are designed to support the teaching of courses in World Geography, U.S. Government/Civics, and Economics from a comparative U.S./Germany perspective.

***Cultural Reflections: Work, Politics and Daily Life in Germany***, is also designed for the high school classroom. The three lessons in this instructional kit include "The German Worker," "Culture and Daily life in Germany," and "Government in Germany." Student activities focus on worker training and apprenticeship programs, structure of the school system, family income, leisure time activities, structure of the federal government, and social programs/health care.

***Common Ground*** is a book of twelve lesson ideas for developing interdisciplinary activities. The suggested strategies promote communication between high school teachers of social studies and German language teachers as well as between high school German language teachers and elementary and middle school social studies teachers.

***Learning About Our World: Germany*** is a two volume publication (Volume I, Elementary School (154 pages); Volume II, Middle and High School (219 pages)) featuring a large variety of hands-on ready-to-use lesson plans. The transdisciplinary teaching activities are devoted to a wide range of topics: first day of school in Germany, children's games, music, holidays, politics and daily life in the new Germany, history, comparative geography, etc. Suggestions are provided for meeting required courses of study, assessment, family and community involvement, cooperative learning, and problem solving; they are designed to be developmentally appropriate and experiential.

These materials were written by social studies educators in Georgia, Indiana, Michigan, Ohio, and Wisconsin and printed by the Ohio Department of Education (Learning about our World) and by **Inter Nationes**. They are/will be available from the following sources:

Single copies at cost price
**American Association of Teachers of German (AATG)**
112 Haddontowne Court, Cherry Hill, New Jersey 08034
TEL (609) 795-5553 FAX (609) 795-9398

Free sets of materials for inservice training
**Goethe House New York**
1014 Fifth Avenue, New York, New York 10028
TEL (212) 439-8700 FAX (212) 439-8705

Additional materials which support these instructional programs are also available: Political and physical **wall maps**; cultural collage **poster**; **videos** related to Berlin; Facts About Germany **handbook**; and additional resources from the German Information Center in New York.

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